

Andrew J. Brown Charter School

Charter School Application

Charter Applicant Information Sheet

Name of Proposed School

Andrew J. Brown Charter School

Proposed School Address (if known)

3600 N. German Church Road, Indianapolis, IN

School District in which Proposed School would be Located

Indianapolis Public Schools

Legal Name of Group Applying for the Charter

Indiana Black Expo, Inc.

The proposed school will open in the fall of school year: __ 2004-05 __ 2005-06
☒ Other: 2003-04

Proposed Grade Levels & Total Student Enrollment

Year	Grade Levels	Total Student Enrollment
First Year	K-5	418
Second Year	K-6	496
Third Year	K-7	574
Fourth Year	K-8	652
Fifth Year	K-8	678
Sixth Year	K-8	704
Seventh Year	K-8	704
Maximum	K-8	704

Are you planning to work with an educational management organization (EMO)?

Yes ☒ No __ If so, please indicate the name of the EMO: National Heritage Academies, Inc.

Have you submitted this application to another sponsor? Yes __ No ☒

Do you plan to submit this application to another sponsor before the Mayor of Indianapolis makes a final determination on your application? Yes __ No ☒

Executive Summary

In *Cultural Literacy*, E. D. Hirsch wrote, "Some say that our schools by themselves are powerless to change the cycle of poverty and illiteracy. I do not agree. They can break the cycle, but only if they themselves break fundamentally with some of the theories and practices that education professors and school administrators have followed over the past fifty years."

Indiana Black Expo, Inc. (IBE), in partnership with National Heritage Academies (NHA), will break ineffective traditions of educational theories and practices by launching the **Andrew J. Brown Charter School** in the fall of September 2003. IBE officials believe that education is the great equalizer that levels the playing field for every child regardless of their socio-economic background or ethnic origin. IBE expects all students to have a positive educational experience where they will be nurtured and empowered to develop to their full academic potential.

Andrew J. Brown Charter School will provide each student with a program of study that is challenging and effective. The instructional program is characterized by a strong, balanced, classical curriculum with an emphasis on the basic skills and knowledge on content. In addition, the leadership development focus will be infused into the instructional program in an effort to help students develop into caring and responsible citizens.

We propose to increase learning opportunities, make teachers accountable for student performance, encourage teacher innovation, and reward positive results. Additionally, we propose to implement a governance structure that promotes parental involvement, which directly correlates with student achievement.

To increase learning opportunities the school will utilize teacher directed instruction. Children are naturally curious and love to find out about the world around them. They do not, however, always know how to recognize what is truly important and what merely satisfies their curiosity. For that reason, the school has established an excellent curriculum sequence that will effectively prepare students for studies beyond eighth grade.

To shift from rule-based to performance-based instruction, we believe that the teacher's effectiveness is just as important as the curriculum being taught in the classroom. The teacher is the single most important resource in the educational process and is held accountable for what is learned rather than for how it is taught. The teacher, being closest to the student, is best able to understand which instructional methodologies might yield the greatest success. Each teacher is exposed to best practices and then asked, as a professional, to customize instructional delivery to the particular needs of the students in his or her classroom.

Teachers will be selected based on their ability to deliver the carefully selected curriculum that motivates each student to learn. The teacher's primary responsibility in the classroom is to make sure every student has the opportunity to master the subject matter in each grade so that he or she is well-equipped to progress to the following grade. The school

believes the students' opportunities are maximized when teacher directed learning takes place.

To facilitate new and creative teaching methodologies in a teacher directed classroom, the teacher is the leader and model. The teacher will: prepare the lesson; consider the class' prior knowledge and experience with the material; decide the most effective way to present the material to be mastered; engage the students in a thought-provoking lesson; monitor for student comprehension throughout the lesson; and provide for continued learning opportunities and practice with the material. The teacher carefully leads students through the lesson, while simultaneously responding to them and their curiosity, and still lead the lesson.

Teacher directed classrooms are rich with opportunities for students to master an important body of knowledge. Learning these important, timeless concepts will prepare students for increased learning opportunities throughout their lives. Teacher directed instruction allows for new and innovative teaching methods. Rather than telling the teacher how to teach, the focus is on what is being learned. Teachers have the freedom and liberty to develop the very best methodologies. In fact, they are expected to improve and document best practices.

To further develop a sense of ownership and create new professional opportunities, employees will be given the opportunity to participate in a system aligned to provide training and performance based compensation. Through objective results (i.e., parent surveys, student performance, classroom observation, and peer review) teachers are able to customize staff orientation and training to specifically address their own needs.

Accordingly, the **Andrew J. Brown Charter School** will:

- Provide each student with a program of study characterized by a strong, balanced core curriculum aligned with Indiana Academic Standards;
- Encourage parental and staff involvement through five parent-teacher committees – Curriculum, Leadership Development, Library, Grounds and Facility, and Boosters. A parent will chair each committee, and in turn, serve on the School Leadership Team, the advisory board to the charter school's Board of Directors;
- Encourage strong ties and communication between families and teachers through a web-based program that allows parents to constantly monitor their children's progress and easily communicate with school teachers and leaders;
- Monitor student performance and quickly identify learning gaps through daily learning exercises, classroom assessments, group and individual projects, and standardized tests;
- Implement a code of conduct designed to provide students with a safe and orderly school environment in which learning can take place without disruption; and
- Focus on leadership development of all students by emphasizing a different character quality each month.

We propose the placement of a charter school on the east side of Indianapolis and plan to serve students from both Indianapolis Public Schools and Warren Township. At the same time, we are aware of the burgeoning financial constraints facing state budgetary planners. As a result, the proposed location of the school (See **Attachment "1"**) will enable students from various districts to gain access. Furthermore, we would hope to attract students from

near and far to consider the educational opportunities being offered at Andrew J. Brown Charter School. Consequently, the ability to draw from various surrounding and adjacent school districts, as well as those students seeking alternative education opportunities, should lessen the financial impact on any one school district.

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Prospectus Narrative Outline

I. Our Vision

A. Mission

The mission of **Andrew J. Brown Charter School** is to provide students with a challenging academic program which develops all students' abilities to master fundamental academic skills and ultimately increase academic achievement while also instilling a sense of family, community and leadership within all of our students.

B. Need

The Indiana Black Expo (IBE) has been involved in the Indianapolis community since 1970. Founded by a group of religious and civic leaders to enhance opportunities for African Americans, IBE is a community service organization that serves as a conduit for communication and a catalyst for greater harmony within communities throughout Indiana and the nation.

Through its work with the community, IBE has become aware of the charter school movement and Mayor Bart Peterson's initiative to reform education in Indianapolis. Further, IBE feels it has a right and a responsibility to bring this opportunity to as many children as possible in Indianapolis.

While the school will be placed in Indiana Public Schools, it is anticipated that the students will come from both Warren Township and Indiana Public Schools. This will help to lessen the impact on just one school district. Currently, there is no charter school serving Warren Township, an area strife with economic and academic hardship.

To determine the enthusiasm for our proposed school, we conducted a survey in September of 2001, when we first became involved in establishing a charter school in the Indianapolis area. Of the 200 parents (with children ages 3-9) surveyed in Indianapolis, **all parents** were interested in a school with academic excellence and proven teaching methods, sound character development and responsible citizenship, and parental involvement.

As no single school system can be expected to be "all things to all people", our goal is to provide a high-quality alternative to which the families of our city will have access. The need for this school is clear.

In comparing the ISTEP Total Battery (Mean Normal Curve Equivalent) for grades 3 and 6, the following key points can be made:

- In both grades for all years, Warren Township and IPS students score below the state's average for public and non-public schools.

- Scores fluctuate from year to year with no steady increase in achievement.

The demographics will show the averages for the following statistics for Warren Township and IPS as they compare, overall, to the State scores.

Category of Students	Indianapolis Public Schools	MDS Warren Township	State
Free/Reduced Lunch	70%	43%	32%
Minority	67.8%	39.2%	19.4%
Special Education	16.4%	19.5%	16.7%

Both school districts show higher minority populations and students eligible to receive free or reduced cost lunch when compared to the State. IBE aspires to offer an educational program that has clear content expectations and thorough skill development in the areas of reading, writing and mathematics. Mastery of these basic skills is necessary for a student to build upon in high school and higher learning. By offering a program that balances content and the development of the basic skills, children are given the building blocks for academic success. This is particularly significant for serving our at-risk population who will need a substantial increase in basic skills development in order to achieve academic success.

To address this need, we propose to use tools and programs developed by using a “best practices” approach. The following are tools we have determined will best suit the needs of our proposed population. These tools emphasize reading, writing, skill development and behavioral development.

Bloom’s Taxonomy

In traditional education, a great deal of the writing that students are asked to do invites them simply to demonstrate knowledge. On exams and quizzes and in many out-of-class writing assignments, they are asked merely to recall and report what they know or have collected in research. By using Bloom’s Taxonomy, we develop the critical thinking skills of the student, dividing the way people learn into three domains: cognitive, affective, and psychomotor.

Core Knowledge Sequence

The Core Knowledge Sequence provides students with a solid basis for lasting knowledge that forms the core of Kindergarten through Grade 8 curriculum. Such solid knowledge includes, for example, the basic principles of constitutional government, important events of world history, essential elements of mathematics, science, oral and written expression, widely acknowledged masterpieces of art and music, and stories and poems passed down from generation to generation. This is knowledge that builds upon knowledge. Children learn new knowledge by building on what they already know. Only a school program that clearly defines the knowledge and skills required to participate in each successive grade can be engaging and fair for all students. For this reason, the Core Knowledge Sequence provides a clear outline of content to be learned, grade-by-grade. This sequential building of knowledge not only helps ensure that children enter each grade ready to learn, but also

helps prevent the many repetitions and gaps that characterize much of our current schooling techniques.

By clearly specifying important knowledge in language arts, history and geography, math, science, and the fine arts, the Core Knowledge Sequence presents a practical answer to the question, “What do our children need to know?” The Core Knowledge Sequence accounts for between 50 and 80 percent of our curriculum. It is interwoven with State Frameworks to provide a marriage of the most complete and excellent curriculum opportunities available for students today.

Rubrics

Detailed rubrics are used by teachers for observing each of the critical instructional elements of the educational program. Rubrics list a clear set of guidelines for lessons. Prior to an observation of student skills, teachers review the checklist in order to prepare for the observation. Following the observation, these checklists can serve as a point of discussion as teachers and administrators evaluate the effectiveness of the lesson. In this way, teachers receive immediate feedback that enables them to make immediate and real changes that lead to more effective teaching

Accelerated Reader

Accelerated Reader is a motivational reading program that is networked throughout National Heritage Academies. The program focuses on individual reading levels, reading comprehension, and assessment. Students read books, take quizzes on the computer and earn points. Many NHA schools have an established school-wide program that is run by the teachers and/or library staff. In other schools, teachers use AR individually with their classes. The staff and/or administration at each school determine how this program is run.

Shurley Grammar Method

The approach used by The Shurley Method is active learning with students physically and cognitively engaged in the learning process. Success in learning Shurley English is predicated on the reinforcement of language skills. Students memorize rhyming jingles for each of the parts of speech. In unison, they chant these jingles in a kind of language symphony until they have internalized the concepts of nouns and verbs. A Shurley classroom is one of energized learning, where students teach as well as learn. They move back and forth from group activities to independent learning exercises, from a mastery of grammar skills to creative writing exercise. In fact, students, almost without exception, beg for more class time to write.

Despite the fact that memorization and repetition have not been in vogue in recent years in American schools, they are fundamental to the success of the Shurley Method. Rarely does a Shurley student return to classes at the start of a new school year needing to be retaught concepts he/she mastered during the previous school year. The retention is permanent.

Collins Writing Program

We will adopt The Collins Cumulative Writing Folder Program to support teachers in building an effective and experiential writing program within their classrooms and the school. The Collins Writing Program provides schools with a writing program—a unified set of techniques and expectations about student writing—that can be developed and reinforced

over a period of years. It can also be utilized as a way to measure levels of achievement in both students and teachers.

Character Development

There are certain moral principles, common to all, that transcend time, religion, and culture. These principles find expression in the four Greek Cardinal Virtues outlined by Plato. They are prudence, temperance, fortitude, and justice. Reinforcing these virtues (and their offshoots) has been key to developing people of character throughout the ages. Therefore, we believe it is imperative to equip students with both the moral and academic foundations necessary to excel in today's society. Through thoughtful study and application of these key virtues, as well as studying the heroes who exemplify them, we expect to develop students of strong moral character.

Finally, by working with National Heritage Academies, a national provider of educational services, we will benefit from tried and true practices. National Heritage Academies has proven their program in 32 schools in four states and we believe NHA will be an asset in developing our proposed school. (More about NHA in **Attachment "2"**)

C. Goals

Academic Performance

Andrew J. Brown Charter School is committed to the objective that each student in grades K-8 will master content standards aligned with the Indiana Framework in each grade before progressing to the next grade. Additionally, we have outlined the following academic goals.

GOAL ONE:

Andrew J. Brown Charter School commits to the goal of the individual student's incremental success in academic achievement. This will be measured by performance on all state-mandated assessments.

GOAL TWO:

Andrew J. Brown Charter School will establish the goal of achieving regular increases in mean NCE scores (averaged over the term of the charter) on the Metropolitan Achievement Test, 8th Edition (MAT-8) by students at all grade levels. The following goals translate NCE scores into grade equivalent years. This will be measured by comparing the total battery grade equivalent scores on the Metropolitan Achievement Test, 8th Edition (MA-8). The first year baseline data will be collected. The following growth rates are expected each year.

Year Two	1.1	grade equivalent years
Year Three	1.2	grade equivalent years
Year Four	1.3	grade equivalent years
Year Five	1.4	grade equivalent years

Organizational Viability

GOAL ONE:

Achieve enrollment projections. This will be measured by actual enrollment. The Marketing Plan shall be implemented or increased to achieve enrollment projections.

GOAL TWO:

Meet budget targets for the fiscal year. This will also be measured by the annual budget and comparison to budget projections. The fiscal status of the school shall be published in the school's annual education report.

School-Specific Objectives

GOAL ONE:

Parent satisfaction shall be 90% each year. This will be measured by yearly parent satisfaction surveys.

GOAL TWO:

The goal of daily student attendance shall be a minimum of 90%. This will be measured by the average daily attendance records.

II. Who We Are

A. Founding Group

The nationally renowned Indiana Black Expo, Inc., (IBE) is a long time member of the Indianapolis community. Reverend Charles Williams, President of IBE, and State Representative Bill Crawford, IBE Board Chairman, have labored assiduously to guide IBE "to be an effective voice and vehicle for the social and economic advancement of African-Americans." IBE continues to provide the community with a variety of programs and events to enrich African-American culture and highlight African-American history.

It is the hope, desire and commitment of the Indiana Black Expo (IBE) to create a school that challenges children to be their very best in school, at home, and in life. We propose a new educational alternative to the children of Indianapolis and Marion County called the **Andrew J. Brown Charter School**. The proposed school is appropriately named after IBE's founder, Dr. Andrew J. Brown.

The Indianapolis community has historically exhibited its eagerness and willingness to come together, to collectively pool resources, and to direct its efforts towards a common initiative—to create a quality working, living, and recreational environment for the entire community. A more specific and salient example of those total combined efforts would be the renaissance and revitalization of the Indianapolis downtown area. Similarly, a diversely assembled, civic-minded group of community professionals have come together as one body

eager to volunteer their time, talents, and resources in providing an educational alternative for the parents and students of the Indianapolis community.

The founding group represents a cross section of the Indianapolis community. Each member of the **Andrew J. Brown Charter School** Board of Directors is uniquely qualified to serve. Their extensive areas of expertise include community service, real estate, marketing, and education. For example, **Dr. Tom L. Brown**, professor at Martin University, is well known throughout the Indianapolis community as an educator, community activist, and pastor of Ebenezer Missionary Baptist Church, located at 1901 Harding Street. Dr. Brown's skills and resources will be invaluable in educating the community about the proposed school and initiating a positive relationship with the local Indianapolis Public Schools. Dr. Brown has enjoyed an outstanding relationship with the Indiana Black Expo, Inc., since its inception in 1970. More importantly, Dr. Brown's historical tenure with IBE and board membership at the proposed school will eventually lead to a collaboration of educational programs and other community related initiatives. As a result, Indiana Black Expo, Inc., has agreed to partner with **Andrew J. Brown Charter School** in providing leadership and guidance as well as planning and establishing educational alternatives in Indianapolis.

Joseph Davis is currently Vice President of Operations at Indiana Business College. Mr. Davis' experiences in banking and finance will prove invaluable in assisting with budgetary items, as well as grant seeking for additional school revenue. In addition, Mr. Davis has extensive community contacts and affiliations, which can serve as a platform for in-kind professional and corporate partnerships with the proposed school.

Fred Green, Senior Client Services Director for Paul I. Cripe, Inc., has an impressive and extensive list of architectural and structural accomplishments in and around the Indianapolis community. Mr. Green's knowledge, association, and experience in educational construction will be a valuable asset as decisions regarding facility construction.

Kathryn Jordan is a former Indianapolis educator who is presently Vice President of Communications for the Pacers Sports and Entertainment in Indianapolis. Ms. Jordan's expertise in public relations, marketing and communications provides a tremendous asset and venue for sharing pertinent information about the proposed school. Similarly, Ms. Jordan's experiences as a former educator can only be viewed as a positive when considering administrative candidates to lead the proposed school during the selection process. Furthermore, the proposed school will most certainly be a beneficiary of Ms. Jordan's association with Pacers Sports and Entertainment.

Reverend Charles R. Williams, along with being an ordained minister, is the President of the Indiana Black Expo, Inc., headquartered in Indianapolis. Under Reverend Williams' astute leadership, the Indiana Black Expo, Inc., has not only reduced a \$100,000 deficit, but also doubled the organization's gross revenues. In like manner, Reverend Williams was responsible for the development of IBE's year-round programs that have promoted harmony among people of all races. He was also instrumental in the organization being named one of the "Top 100 Events in North America" by the American Business Association. Reverend Williams is the architect and founder of the Circle City Classic, an African-American

collegiate football game held annually with revenues going to scholarships for needy recipients.

Prior to coming to the Indiana Black Expo, Inc., as its president, Rev. Charles Williams was Special Assistant to the Mayor of Indianapolis. Some of Rev. Williams' responsibilities included the coordination of community relation efforts for the Office of the Mayor. Also, Rev. Williams was instrumental in making Dr. Martin Luther King, Jr.'s birthday a legal holiday in the City of Indianapolis. Rev. Williams' community efforts and public relations experiences, along with his commitment to the youth of Indianapolis, create salient qualities for board membership.

In summation, each board member possesses individual skills and talents that will be invaluable assets to all while serving their respective terms. Practically all board members have had some prior board experience in one capacity or another, and all have willingly accepted the challenge of being pioneers of educational choice. More importantly, all are committed to meeting the needs of children and to serve the parents and community in Indianapolis to the best of their collective abilities.

The following can be found in **Attachment "3"**:

- Resumes
- Memorandums
- Background Authorization Forms

B. Community Partnerships

Indiana Black Expo, Inc. (IBE) will serve as the community partner for the **Andrew J. Brown Charter School**. IBE has identified the school's founding group, which will become the Board of Directors of the Andrew J. Brown Charter School. Andrew J. Brown Charter School will become an Indiana not-for-profit corporation and will file for designation as a tax exempt entity under section 501(c)3 of the United States Internal Revenue Service Code. IBE will work with the founding group to introduce the proposed school to the community and to provide guidance in running a non-profit organization. It is the intent of IBE that the school shall become an independent, self-governing organization. However, IBE also intends to remain involved with representation on the school's Board of Directors to ensure the mission and vision outlined in the charter are implemented and maintained.

Furthermore, IBE will establish and implement a public relations and marketing plan to educate and inform the community in the planning, development, and implementation stages of the charter school. IBE will assist in the recruitment of qualified candidates for faculty and administrative positions of the charter school. Additionally, IBE will provide advice and consultation regarding the identification of students' needs within diverse communities.

The contact for Indiana Black Expo is as follows:

Ms. Joyce Rogers
Indiana Black Expo, Inc.
3145 N. Meridian Street
Indianapolis, IN 46208
Telephone: 317.925.2702 Ext. 21 Fax: 317.925.6624
Email Address: jrogers@ibeonline.com

Please see **Attachment “4”** for Letter of Commitment from Indiana Black Expo, Inc.

III. Educational Services Provided

A. Educational Philosophy

Our educational philosophy is based on three main assumptions:

- All children can learn if they are taught appropriately.
- All teachers can be successful given effective teaching materials and sufficient training and support.
- Children learn best when they are specifically instructed in the content to be mastered.

We propose a teacher-centered approach with an emphasis on a classical education. Teachers model skills and teach specific facts to the students with mastery expected of all material. Students freely ask questions in order to master all material being taught and tests are frequently utilized to check for mastery.

Effective teaching strategies are a key component to the teacher-centered approach. Teachers must be given the freedom to use a variety of methods to present the material in a highly engaging manner that excites and motivates children.

We believe the means to increasing achievement is to set high expectations for all students. Additionally, students can do far more than they are frequently asked to do. Children become more motivated when they discover how much they are able to learn.

Our educational philosophy is best articulated by Dr. Marva Collins in her book, *Marva Collins' Way*. “My approach was to teach the total child. A teacher should help develop a child’s character, help build a positive self-image. I was concerned about everything—attitude, manners, grooming.”

Dr. Collins was dissatisfied with the experiences in the traditional public school system, which led to her decision to open her own school on the second floor of her home. She took the \$5,000 balance from her pension fund and began her educational program with an enrollment of the learning disabled and problem children. At the end of the first year,

every child scored at least five grades higher, thus proving that the previous labels placed on these children were misguided.

Dr. Collins calls for a return to a classical education: "I always thought it better to teach a child how to attack a word phonetically . . . I taught my students how to add and subtract, but I also taught them that arithmetic is a Greek word meaning "to count" and that numbers were called digits after the Latin word "digitus", meaning finger."

In 1990, Mrs. Collins worked with over thirty public schools in Oklahoma. Harvard University tracked the progress of eight principals, four that accepted the model enthusiastically and four who did not aggressively promote it in their schools. The results after one year were astounding. The four schools who did the work had an average increase on the Iowa Standardized Test of over 172%. One school almost tripled their test scores. The four schools that did not promote the model had an increase of only 10%.

The theme of a classical education is continued in the work of Jeanne Chall, one of the world's leading experts in reading research and instruction. In *The Achievement Challenge*, Chall's study takes a broad view of teacher-centered vs. student-centered learning. She concludes that quantitative, qualitative and historical evidence supports traditional teacher-centered methods as the most effective.

Furthermore, James Coleman outlines in a recent article by E.D. Hirsh, Jr. in "Education Matters, Spring 2000" that: "a rich demanding curriculum; a structured, orderly environment; lots of explicit instruction; and the expectation that all children reach minimal competency in every subject by grade's end provide the best academic results."

All this points to a traditional, back-to-basics education. IBE is excited by the opportunity to provide such a valuable service to the community that promises to have a very positive, long-lasting impact upon our most valuable resource, our children. With an education, a child can achieve success in every aspect of his or her life.

School Culture

IBE and the founding board of the **Andrew J. Brown Charter School** believe the school's culture is the single most important aspect of providing a quality and challenging education. Three important factors create and influence the school's culture: (1) A board with high expectations and intolerance for anything which falls short. (2) Parents that participate in the school and expects more for their children. (3) An administrative staff that passionately desires for all children to be successful and for all teachers to be great.

To this end, our educational program is grounded in the *Effective Schools Research* that was originally developed by Professor Ronald R. Edmonds, who served on the faculties of Harvard University and Michigan State University prior to his death in 1983. The *Effective Schools Research* is unique in that its recommended characteristics are the only set of research-based school attributes that are associated with quantifiably improved student learning.

By definition, an Effective School is a school where all children obtain at least the essential knowledge, concepts, and skills needed to be successful at the next-highest grade level. Within the Effective School, there are seven unique characteristics that describe the school or that “correlate” with school effectiveness. These “correlates” are defined in Section III.E.

B. Academic Standards

The following are sample exit standards for Eighth Grade.

Mathematics

- Students will read, write, compare, and solve problems using decimals in scientific notation.
- Students will add, subtract, multiply, and divide rational numbers in multi-step problems.
- Students will write and solve linear equations and inequalities in one variable, interpret the solution or solutions in their context, and verify the reasonableness of the results.
- Students will identify and describe basic properties of geometric shapes: altitudes, diagonals, angle bisectors, and perpendicular bisectors, central angles, radii, diameters, and chords of circles.
- Students will convert common measures for length, area, volume, weight, capacity, and time to equivalent measurements within the same system.
- Students will identify claims based on statistical data and, in simple cases, evaluate the reasonableness of the claims.
- Students will analyze problems by identifying relationships, telling relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.

English Language Arts

- Students will analyze idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases.
- Students will compare and contrast the features and elements of consumer materials to gain meaning from documents.
- Students will determine and articulate the relationship between the purposes and characteristics of different forms of poetry (including ballads, lyrics, couplets, epics, elegies, odes, and sonnets).
- Students will discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.
- Students will write biographies, autobiographies, and short stories.
- Students will use correct and varied sentence types (simple, compound, complex, and compound-complex) and sentence openings to present a lively and effective personal style.
- Students will paraphrase (restate) a speaker’s purpose and point of view and ask questions concerning the speaker’s content, delivery, and attitude toward the subject.

History and Geography

- Students will describe major Indian groups of eastern North America, including early conflicts with European settlers.
- Students will identify and explain essential ideas of constitutional government, which are expressed in the founding documents of the United States of America, including the Virginia Declaration of Rights, the Declaration of Independence, Virginia Statute for Religious Freedom, Massachusetts Constitution of 1780, the Northwest Ordinance, the 1787 U.S. Constitution, Bill of Rights, Federalist and Anti-Federalist papers, Washington's Farewell Address (1796) and Jefferson's First Inaugural Address (1801).
- Students will read a topographic map to interpret its symbols. Determine the landforms and human features that represent physical and cultural characteristics of areas in the United States.
- Students will identify economic factors contributing to the European exploration and colonization in North America and the American Revolution, and the drafting of the Constitution of the United States.
- Students will examine key ideas of individuals in the Second Great Awakening, such as Henry Ward Beecher, and explain their relationship to social reform movements in the early decades of the 1800s.

Student Promotion

Students are expected to master all the grade level objectives before being promoted to the next grade level. This shall be measured through an objectives mastery checklist that each teacher shall keep for each student (see sample report card on the next page). The mastery checklist shall be aligned with the Indiana Academic Standards to ensure each student is mastering grade level objectives. Expectations shall be high with student achievement encouraged through a variety of methods.

It is not enough for teachers to simply "cover the material" in class. The curriculum must be taught for **student mastery**. It is essential that students master the subject matter in one grade before they move on to the next. Because of this strong commitment to student mastery, the presentation of the curriculum is tightly structured, sequential and assessed frequently.

The outstanding teacher understands that learning is a process. Patience is required. The material to be mastered is taught methodically and in an organized manner. Repetition and review are critical if students are to master the subject matter. Homework reinforces the concepts learned in school and further helps the student master the content.

Sample Report Card

	<i>Marking Period</i>			
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
<u>Reading/Language Arts</u>				
Reading				
• Phonics				
• Reads high frequency words				
• Comprehension				
• Attitude towards reading				
• Reading stage				
Grammar				
Composition/Writing Stage				

Exceeding Standards

Our curriculum meets and, in some areas, exceeds the Indiana State Standards. Below is a chart showing the third science standard as it aligns with our standard. Those items in bold and italics are the items that exceed the state standards.

INDIANA STATE STANDARD

Standard 3: The Physical Setting: Students investigate, describe, and discuss their natural surroundings. They begin to question why things move.

OUR STANDARD

Strand II: Reflecting on Scientific Knowledge: Content Standard 1: All students will analyze claims for their scientific merit and ***explain how scientists decide what constitutes scientific knowledge***; show how science is related to other ways of knowing; ***show how science and technology affect our society; show how people of diverse cultures*** have contributed to and influenced developments in sciences.

Objective 4: Develop an awareness of and sensitivity to the natural world.

Strand III: Ecosystems: Content Standard 1: All students will explain how ***parts of an ecosystem*** are related and how they interact; explain how energy is distributed to living things in an ecosystem; ***investigate and explain how communities of living things change over a period of time***; describe how ***materials cycles through an ecosystem and get reused in the environment***; analyze how humans and the environment interact.

Strand IV: Motion of Objects: Content Standard 1: All students will describe how things around us move, explain why things move as they do, and demonstrate and explain how we control the motions of objects; relate motion to energy and energy conversions.

C. Curriculum

Curriculum can be described as a coherent plan for instruction and learning which serves as the basis for both the teacher's and student's active involvement in the construction and application of knowledge.

The ***National Heritage Academies Program*** seeks to provide each student with a program of study that is challenging and effective. The instructional program is characterized by a strong, balanced core curriculum with an emphasis on the basic skills. In addition, the Character Development is infused into the instructional program in an effort to help students develop into caring and responsible citizens.

The National Heritage Academies curriculum has been carefully aligned in order to meet the learning objectives and skills addressed in the primary and supplemental instructional resources (See **Attachment "5"** for a sampling of the alignment). The aligned curriculum shall be published to each teacher along with resource data, assessments and sample lessons (see **Attachment "6"** for two sample lessons). A sample of the curriculum currently being used at a National Heritage Academies school has been included in **Attachment "7"**. It has also been correlated to state core curriculum content standards (a description of what all students should know and be able to do in each of the subject areas) and the *Core Knowledge Sequence*. We address the implementation of the curriculum for special populations under the topics of "Limited English Proficiency", "Special Education Plan", and "At-Risk Students."

Reading

We believe that successful readers must be given all of the tools necessary for effective reading. This includes an intensive and direct phonics program beginning in Kindergarten. The systematic introduction and practice of sounds from Kindergarten through the first marking period of second grade enables all children to be firmly rooted in the basics of the English language. Remedial students in grades 3 and 4 receive corrective reading phonics instruction.

Students are instructed from the very beginning of their reading experience that there is important meaning in the text. Comprehension skills are modeled, taught, and evaluated at every grade level.

Teachers work to develop fluency in all readers. Children are given many opportunities to read both silently and aloud. Teachers model fluency and expression at every grade level through the oral presentation of classical literature.

Our students will regularly read classical children's literature. It is our desire to expose them to outstanding works in the field of children's literature with a strong emphasis on books containing rich language and vocabulary.

The Open Court Publishing Company's *OCR 2002 Open Court Reading* is a comprehensive program that will prepare students to lead productive lives in twenty-first century society. *OCR 2002 Open Court Reading* is built upon principles that reflect the consensus of leading literary researchers and practitioners regarding what is essential for reading success.

Initial reading instruction relies on the explicit teaching of sounds, on the blending of sounds into words, and using this knowledge for reading and writing. The *OCR 2002 Open Court Reading* is a comprehensive program that addresses all aspects of English and reading.

Students who experience *OCR 2002 Open Court Reading*:

- Learn how to read and respond to a variety of texts;
- Acquire strategies for accessing information and exploring concepts;
- Learn how to communicate effectively using both oral and written language;
- Learn how to work both independently and collaboratively; and
- Learn how to give sustained effort to thinking and problem solving.

English

All students are expected to develop a strong understanding of and appreciation for the English language. A challenging spelling program includes weekly spelling lists and quizzes. Students are instructed in all areas of grammar and punctuation including topics such as roots, prefixes, suffixes, and subject/verb agreement. The Shurley Method is used for instruction in grammar and writing. Classes also review grammar, punctuation, and spelling through Daily Oral Language exercises. Students study vocabulary with an emphasis on appropriate vocabulary from content areas.

Our students will have many opportunities to develop their skills in the area of composition. We will adopt The Collins Cumulative Writing Folder Program to support teachers in building an effective and experiential writing program within their classrooms and the school. The Collins Writing Program provides the school with a unified set of techniques and expectations about student writing that can be developed and reinforced over a period of years. It also provides a way to measure levels of achievement in both students and teachers. Teachers offer extensive instruction and modeling of the writing process beginning in the early elementary grades. Students explore all forms of writing including descriptive, persuasive, and creative.

Teachers emphasize that neatness counts and excellent penmanship is expected at all levels. Students are instructed in proper size and formation of letters as well as the correct pencil grip through regular handwriting lessons.

Students are instructed in giving oral presentations. Teachers show students how to prepare their materials and deliver their presentation in a professional manner appropriate for their grade level. Students frequently give research presentations related to topics being studied in areas such as history, geography, and science.

Mathematics

Saxon Math is built upon the belief that the most effective way for students to learn is through a gentle repetition extended over a considerable period of time. At Saxon, they call this method incremental development. At its simplest, incremental development consists of the introduction of topics in bits and pieces (increments), permitting the assimilation of one facet of a concept before the next facet is introduced. Both facets are then practiced together until another is introduced.

The incrementalization of topics is combined with continuous review so that all previously learned material is reviewed in every lesson for the entire year. Topics are never dropped, but instead are increased in complexity and practiced every day, providing the time required for concepts to become totally familiar.

Lastly, students are shown how to apply what they have learned to new situations. Genuine learning is demonstrated not only through the understanding of a concept, but also through the ability to apply that concept to new situations.

Other features of *Saxon Math* include:

- New objectives are introduced through carefully selected group activities.
- Children use manipulatives, engage in discussions, and work in cooperative groups to help one another learn.
- The mastery of concepts develops from hands-on experience to symbolic representation.

Saxon students meet the NCTM (National Council of Teachers of Mathematics) requirements. Students emerge from the Saxon program as capable problem solvers who are able to communicate clearly mathematically.

History and Geography/Government and Economics

Thematic units have been developed in history, geography, and government. These units address the state content standards, and the Core Knowledge Sequence. We use a variety of teacher-developed instructional materials to develop each thematic unit and accomplish the learning objectives through hands-on learning techniques.

The history program is based on the Core Knowledge Sequence. This sequence gives students an excellent understanding of ancient, United States, and world history. A strong emphasis is placed on the uniqueness of the history of the United States and the people who shaped this great country. Teachers model a respect for America and her heritage.

Because an understanding of geography is essential in the study of history, significant time is given to the instruction of geographically related topics. The geography curriculum is based primarily on the material covered in the Core Knowledge Sequence.

Students are instructed in understanding the role of government and the political process in the United States. An emphasis is placed on the importance of being an informed citizen who participates in the political process.

We also believe in the importance of teaching children about heroes. This is incorporated into our history curriculum and offers an opportunity to also bring the character development program clearly into the study of history.

Science

The science curriculum focuses on the state objectives with supplemental material from the *Core Knowledge Sequence*. Science includes the study of life science, earth science, and physical science.

Teachers shall have a strong commitment to hands-on, experimental science activities. Students work extensively with appropriate materials, measuring devices, and scientific instruments. A science specialist will work closely with teachers and students on a weekly basis.

Art

The weekly art classes allow students to explore the many different genres of this area. Instructors seek to provide students with an understanding of the significant role art has played in the expression of ideas throughout history. Students participate in hands-on art projects that help to develop their creativity and self-expression. Frequently these projects are related to topics currently being studied with their classroom teacher. Students also are exposed to many great artists and their works through art appreciation lessons.

Music

Students shall explore many periods of music during their weekly classes. Students spend time learning music appreciation and study great composers and their works. Theory is also an important part of music education, and children learn many basics in this area. There are many opportunities for the students to sing as a part of the class and as a part of the yearly school-wide musical programs. Generally two music programs are held each year.

Physical Education

Physical education is a sequence of developmental experiences in which children learn through movement. Physical education helps students develop in four areas. Students work on individual skill development through direct instruction and guided practice. Students learn about teamwork through playing team games. Students learn about the importance of sportsmanship through instruction and modeling by the instructor. Lastly, students are given the opportunity to develop a positive attitude toward life-long physical activity.

Library

Each class shall visit the library weekly. Students have the opportunity to read, check out books, and receive instruction in different areas of library usage.

Technology

Our philosophy is grounded in the premise that the primary educational focus in elementary school should be the mastery of the core academic subjects: English, reading, mathematics, history, and science. Using technology within the framework of the core academic curriculum must be age appropriate and must enhance the learning process. Students will develop these skills through the application of a comprehensive technology curriculum for academic pursuits. Teachers will develop technology skills through training, practice, and the application of these skills to meet the requirements of their job.

Through an affiliation with NHA, the school will have access to a vast infrastructure to achieve both operational and instructional efficiencies. Teachers will be able to access content material via a variety of resources to improve their productivity within the classroom. Students will have enhanced communication technologies at their fingertips to

collect, share, and present information. By making such technologies available, learning and access to information will extend beyond the classroom walls and potentially reach into student's homes. Please see **Attachment "8"** for the school's proposed Technology Plan.

Character Development

Central to the classroom is the Character Development. Each month a different character quality is emphasized. Teachers shall discuss this quality with the students, model it, and encourage students to demonstrate it as well. The Character Development is integrated with literature and other subject matter in an effort to make it as relevant to daily living as possible.

The character qualities chosen each month are based on the Greek Cardinal Virtues of Justice, Temperance, Prudence, and Fortitude. These four virtues are taught throughout the year expressed as character qualities the children can more readily understand. Examples of this would include: compassion, responsibility (Justice); diligence (Temperance); respect, cooperation (Prudence); and courage, perseverance (Fortitude).

D. Assessment

To be successful, you must constantly evaluate how you are doing. It is our belief that as parents, board members and community members, we are responsible for setting high standards for the school and ensuring its accountability to school goals.

Classroom Assessment

The goal of true assessment is to determine the quality of instruction. Assessment helps determine what students know and how to change the instruction to help students learn what they need to know.

Reading and Writing. The assessment components of Open Court Reading reflect the balanced nature of the series itself. A variety of assessment tools are used informally and formally to assess student progress, including pre- and post-tests, unit tests, comprehension assessment, self-assessment, portfolio assessment and family evaluation. Observation with appropriate logging is a way of assessing progress in phonemic awareness.

The Collins Cumulative Writing Folder Program supports teachers in building an effective and experiential writing program within their classrooms. The programs consists of four elements: a writing management system, oral reading focus correcting and using past papers to teacher new skills

Math. Oral and cumulative written assessments are built into the Saxon Math program. Each assessment questions children on skills that have been practiced for at least five lessons. An oral assessment occurs every ten lessons. The oral assessments are short, individual interviews that occur during independent working time and on the extra day that is built into the program. Test booklets will be available for teachers or teachers may make their own test to be given for every five lessons.

Science. Accounting for 50% of the science objectives, Core Knowledge will be used for assessment of those objectives. Each objective shall have a minimum of one experiment (approximately 30% of available class time) with the teacher observing comprehension. The remaining assessments shall be developed by the teacher.

Social Studies. A variety of resources and assessment tools are used to provide sequenced knowledge of important historical events from the dawn of civilization to the present day. It is specific, concrete, and facilitates children in becoming functioning members of society. The students are involved in hands-on, project-based learning. Periodic exams are given to test the students' knowledge of the content standards.

Annual Assessment

We shall administer the required Indiana Statewide Testing for Educational Progress Plus (ISTEP) in Grades 3, 6, and 8 each fall. We believe this shall be a good measure for students against Indiana's framework. With the test given in the fall, it shall be a guide to identify those students in need of additional remediation to "catch up" with fellow classmates in meeting the state's standards.

In place of the norm-referenced section of the exam, we shall administer the Metropolitan Achievement Test (MAT) at every grade level (1-8). The MAT was chosen as it will produce results in NCE and grade equivalency formats; allow us to personalize our reports to simplify disaggregation of data; and will compare the achievement of our students to the rest of the nation, as well as to their peers. The MAT shall be administered to each new student in the fall and all students in the spring. Test questions range from questions measuring foundation skills (reading, math, science and history) to questions measuring critical thinking processes and strategies. This shall give the school yearly growth results showing year-to-year gains. Additionally, this shall show trends where the curriculum can be improved.

On an individual student level, teachers shall review MAT and ISTEP scores at the beginning of the year to target students in need of additional help. This review is conducted before October each year and identifies students who may potentially fall through the cracks.

Other Assessments

We understand that other assessments may be used to measure the success of charter schools in Indiana. We are open to discussion regarding the best methods and tools to use in assessing our proposed program.

Other Accountability

Student Attendance. In order for a student to benefit from our educational program, we believe regular attendance is imperative. We propose to encourage high attendance with measurable goals.

Parental Involvement. Involvement of parents is key to increasing achievement student. Therefore, parental involvement and satisfaction is important to the success of the

program. Special parent/teacher committees have been designed to allow parents to directly impact the program with the expert guidance of school staff. We propose to measure parent satisfaction yearly with a survey that assesses the educational program, staff and school.

Professional Development. Our teachers are our greatest resource and have the greatest impact on student learning. Therefore, teacher development occurs throughout the year with new teacher orientation serving as the foundation on which to build professional development.

Financial Stability. It is vital to the success of the school that the school is fiscally sound. By partnering with National Heritage Academies, we have the support necessary to start up a new school. Critical to financial stability is marketing the school to ensure the school is utilized based on the student projections.

Reporting. The goals of the school and measurement results shall be published yearly in the school's annual education report. This report shall be published to the school staff and parents, the mayor's office, the state and requesting members of the public. Included in the annual report shall be the accomplishments of the parent/teacher committees, activities of the school, and the school's improvement plan in each of the identified areas of weakness.

E. Support for Learning

School Culture

As discussed in Section III.A., Andrew J. Brown Charter School will follow the *Effective Schools Research* to establish and guide the culture of the school. Developing a climate of high expectations means more than setting high standards. It is a core belief that all children can learn, and that the teacher has the capacity to teach all students.

There are unique characteristics and processes common to schools where all children are learning, regardless of family background. Because these characteristics, found in schools where all students learn, are correlated with student success -- they are called "correlates".

These correlates appeared consistently in high-performing schools in many different systems regardless of the backgrounds of the children. They include:

Safe and Orderly Environment

There shall be an orderly, purposeful atmosphere that is free from threat or physical harm for both the students and staff. However, the atmosphere will not be oppressive and will be conducive to both teaching and learning.

Clear School Mission

There is a clearly articulated mission for the school to which the staff will be committed. The staff will share an understanding of a commitment to instructional goals, priorities, assessment procedures, and accountability.

Instructional Leadership

The principal will act as the instructional leader who effectively communicates the mission of the school to the staff, parents, and students. The principal will understand and apply the characteristics of effective schools in the management of the instructional program.

High Expectations

The school staff will demonstrate an attitude of high expectations. The staff's behavior demonstrates that students can attain a mastery of basic skills and that they have the capability to help students achieve such mastery.

Opportunity to Learn and Student Time on Task

Teachers will allocate a significant amount of classroom time to instruction in basic skills areas. For a high percentage of that allocated time, students will be engaged in planned learning activities directly related to identified objectives.

Frequent Monitoring of Student Progress

Feedback on student academic progress will be frequently obtained. Multiple assessment methods such as teacher-made tests, samples of students' work, mastery skill checklists, criterion-referenced tests, and norm-referenced tests will be used. The results of testing will be used to improve individual student performance and also to improve the overall instructional program.

Home/School Relations

Parents will understand and support the school's basic mission and will be given the opportunity to play an important role in helping the school achieve this mission.

We believe this is the best model to implement school culture as the model involves a collaborative effort by principal, teachers, staff and school community. The focal point is creating the total quality effective school, with an emphasis on analyzing results to refocus instruction based on feedback.

Discipline Policy

The **Andrew J. Brown Charter School** will attempt to address the needs of students through a quality education program. To be effective and to fulfill this goal, we believe that students need a positive, safe, and orderly school environment in which learning can take place without disruption. It is our belief that students who do not obey the rules of good conduct are interfering with the learning process and safety of others as well as minimizing their own opportunities to learn. The Discipline Policy for Special Needs Students is guided by each student's IEP.

All students are expected to:

- respect and obey all staff members, other adults, and fellow students connected to the school at all times.
- respect school property and that of fellow students, staff members, and neighbors (restitution for damage or loss is determined by the principal).
- use acceptable language at all times.

- cooperate in keeping the school building neat and premises neat and clean.
- be honest, courteous and kind in relationship with students, staff members, and other adults.
- obey rules and regulations necessary for the safe and orderly operation of the school.
- wear appropriate clothing that is neat, modest, and not distracting to others (the final judgment of the principal is binding in this matter).
- be punctual and in attendance at school each day unless ill or given an excused absence by the principal because of an emergency.

A full policy, with due process levels, shall be established and published to parents and students.

Family-School Partnerships

Research indicates that one of the leading predictors of student success is parental involvement. Because of this, we have taken great care to include parents in every aspect of the educational program. The more parents are involved in their child's education, the better chance that child has for academic success. We have established a school governance structure that relies on significant parental input and involvement and that perpetuates the close working partnership between staff and parents (see "Parent/Teacher Committees"). In addition, parents are asked to volunteer their time in a variety of different ways during the school year. Numerous parents participate on various school committees as well as in the classroom, the library, the school office and the playground.

To encourage parental involvement, we have established a parent contract that asks parents to commit to an active involvement in their children's lives at the school. The company also builds into each of its school facilities a unique "parent room" designed to make parents feel welcome.

Parent/Teacher Committees. The school governance structure will consist of a minimum of five parent/teacher committees. Committees will have the freedom to shape the activities and projects of the school. The teacher usually serves as the educational expert and offers insights to the committee. A parent will chair each committee and, in turn, serve on the School Leadership Team (SLT). The committee chairs represent the following committees: Character Development, Grounds and Facilities, Library, Curriculum, and Boosters.

The **Character Development Committee** may develop special community projects, such as having the school participate in a walk-a-thon to raise funds for a special community cause. This committee works to establish service projects involving students, staff, parents and the community. This may range from presentations, speakers, building up the school's resource center and collecting toys, food and donations for community organizations. The goal is to not only impact the school but also reach out to the community.

The **Library Committee** will develop school-wide reading programs, bring in community members to read during reading month, and hold book fairs. Reading month gives the committee an opportunity to bring in a theater group to act out stories. Older students may be paired up with younger students for Reading Buddy Day. The promotion of reading is a

year round objective for the Library Committee in addition to establishing the library and its policies.

The **Grounds and Facilities Committee** may work to establish the playground, possibly expanding the play area to include a soccer field or a softball field. Other opportunities concern safety, such as implementing policies regarding crosswalks, signs, and safety patrol. This committee also can influence the overall atmosphere of the school. They may choose to paint a wall mural, and involve the student artists from each class. This committee often benefits from many “handy” parents, rather than contracting for services, further creating a unified school community.

The **Curriculum Committee** is guided by the educators of the school to improve the implementation of the curriculum each year. They may have opportunities to work with the Character Development Committee to integrate the Character Development Program with the school's curriculum. While the curriculum is structured by National Heritage Academies to meet and/or exceed state standards, the staff and parents have the freedom to use innovative ideas to bring the curriculum to the classroom.

The **Boosters** primary function is to raise funds for the school's “extras” while providing opportunity for school involvement. Funds go towards items that the parents have chosen, such as jerseys for intramural sports, class trips, assemblies, and special events for teacher appreciation.

The chair from each of the committees meets to create the **School Leadership Team**. This team funnels ideas and recommendations to the Board by way of the chairman of the SLT. The professional leadership of the school will bear the responsibility to ensure that recommendations and/or proposals conform to the mission and vision of the school, the budget, local, state, and federal law. If the request(s) conform, they are passed on to the Board for the final decision.

Parent Satisfaction. We shall give a detailed survey to our parents at least once a year to solicit feedback on performance and programs. This survey is published in the annual education report, as stated in the school's goals. Questions on the survey include:

1. *My child's school delivers on its promise of:*
 - a. *Academic excellence.*
 - b. *Parental involvement.*
 - c. *Character development.*
2. *The discipline policies at the school are effective and consistently enforced.*
3. *This school has high expectations for my child.*
4. *My child is being challenged this year to reach his/her potential.*
5. *The principal is responsive to my concerns regarding the education of my child.*
6. *My child's teacher goes above and beyond my expectations.*

Community Partner. The school will benefit from the IBE as a channel for communications and a catalyst for greater harmony within communities throughout

Indiana and the nation. IBE's work in youth programs includes scholarships and training that encourage outstanding scholastic achievement. The following are examples of how IBE is involved with impacting the lives of young people.

Dr. Martin Luther King, Jr. Essay Contest

The contest has a different theme each year, but always centers on the life and legacy of civil rights leader, Dr. Martin Luther King, Jr. This essay contest is traditionally co-sponsored by the Indiana Pacers. Winners take home savings bonds and tickets to Indiana Pacers games. The grand prize winner is also awarded a trip to Atlanta to watch the Pacers play the Atlanta Hawks, as well as visit the Martin Luther King, Jr. Center for Non-Violent Social Change.

The IBE Scholarship Program

In an effort to encourage individuals to pursue higher education, the annual IBE Scholarship Program awards scholarships to students who will attend post secondary and graduate institutions. Scholarships are awarded to high school seniors, undergraduate and graduate students who are residents of Indiana and have attained outstanding scholastic achievement, shown unusual artistic or creative promise or demonstrated talents in the technical and/or vocational arts.

Youth Video Institute (YVI)

Indiana Black Expo's Youth Video Institute (YVI) is an award-winning program that provides comprehensive technical training in the field of video and television production. The nine-month, after-school is designed to train youth from ages 13-19 in all areas of video production.

F. Special Student Populations

Limited English Proficient Students

The faculty will work with students and families to identify Limited English Proficient (LEP) students through home language survey of non-native speaking households, and teacher observation.

An English Language immersion program, or teaching all subjects in English, will be used to help LEP students gain familiarity with English. LEP students, of course, will receive instruction in the same academic content as native-speaking English speaking students. We are committed to ensuring that LEP students will not be excluded from curricular and extra-curricular activities due to an inability to fluently speak and understand the language of instruction.

Components of LEP Immersion Program include:

- LEP students shall be identified as those students who have a less than reasonable fluency in English.
- Students will be taught the regular school curriculum through the English language according to objectives for each curriculum content area.

- Instruction takes place in regular classroom.
- Students are assessed regularly to determine progress.
- As determined by assessment, students may require language instruction and/or tutoring.
- Parents shall receive information in native language.

At-Risk and Talented Students

We anticipate serving students with a wide range of needs and abilities based on local demographics. Our teachers will be trained to identify specific needs, gifted students and limited English students early on. During the first few weeks of school, teachers will be working with students and administering curriculum-based tests to determine exactly where the child fits in the educational program.

Initially, *The Pre-Referral Intervention Manual*, by Stephen B. McCarney, Ed.D. (Publisher: Hawthorne Educational Service, Inc.) will be used to address concerns and opportunities of school students. This manual addresses the most common learning and behavioral problems encountered in the education environment. Concerns and behaviors that cannot be addressed by common interventions will be referred to special education staff.

Tutoring. One of the first interventions for students who are struggling in the educational program is an after-school tutoring program. The program utilizes parent volunteers, paid aides, and professional staff on an as needed basis. A summer school program will also be available for students who need extra time to master grade level content standards. This tutoring time may include interpreters for limited English students.

Use of Additional Aides. In areas with high rates of at-risk student, we will increase the number of aides working with teachers as needed.

Gifted and Talented Students. Although we have specific goals related to grade-levels, students are not limited to learning only what their grade levels require. Students will go beyond the traditional limitation of age-groupings through a variety of means including:

- project-based learning that involves teachers and students establishing criteria, completing evaluations, and creating performance-based assessments; and diversified (heterogeneous/homogeneous) grouping.
- computer-assisted instruction with an emphasis on technology that enhances and complements the course; and interactive instruction utilizing CD-ROM and Internet technologies.
- group and individual learning that provides specific goals and objectives for students; and specific goals and objectives for teams of students.

Special Education Plan

All students with special needs have the right to a quality education appropriate to their needs, abilities and interests. Depending on individual student need, special education staff will adapt or supplement regular education curriculum with additional curriculum and teaching aides.

It is the goal of our special education staff to act as a resource to the classroom teacher in the development and implementation of appropriate instructional and socialization strategies. Implementation of these strategies will occur within the general education setting and through one-on-one and small-group remediation.

The Individual Education Plan

The charter school will comply with all federal and state legal requirements that every student identified as having a disability be provided an Individual Educational Program (IEP) specifying goals, level of service, ancillary services and the least restrictive placement. Prior to the opening of school, registration forms are scanned to identify current IEPs from another school. The parents are fully informed of their rights, procedures and responsibilities under special education law.

Role of the Special Education Building Coordinator

- Form a partnership with the classroom teacher to develop appropriate instructional practices to meet student needs.
- Act as a resource to the classroom teacher in the development, implementation and monitoring of specialized or modified programs.
- Provide instruction to individuals or groups of students in the classroom as well as in the Resource Room setting.
- Administer formal and informal educational assessments.
- Interpret the results of assessments, observations and consultations to develop appropriate programming strategies.
- Facilitate effective communication with students, parents, teachers, administration, special education support staff and community-based agencies.
- Share up-to-date professional information regarding special education.
- Receive referrals directed to the Child Study Team.
- Coordinate/lead Child Study Team meetings.

The Child Study Team

The Child Study Team is a committee of school and district personnel set up by the principal to ensure ongoing and effective support for classroom teachers and students. The special education teacher co-chairs the school's team in cooperation with the building principal. The team provides a forum to discuss students' academic and behavior needs and to generate, initiate and monitor solutions that marshal the resources of the school, the family and the community. This process creates an awareness/understanding of the issues affecting the student. The team acts as a pre-referral intervention-planning group for those "unidentified" students whose difficulties may suggest the presence of a disability. As appropriate, the team may refer a student for a formal assessment for special education. Parents should be informed if their child is being considered by the Child Study Team and parental permission must be obtained prior to any formal assessment of that student.

Special Education Personnel

All special education teachers will have the proper certification. Our ancillary staff may consist of speech and language pathologists, social workers, psychologists, and occupational therapists. It is our intent to research Cooperative Special Education Services on how they may benefit the students of our school.

Evaluations

Special education students are subject to an annual review and a three-year re-evaluation. At their annual reviews and three-year re-evaluations, parents and teachers go over the protocols appropriate to the given student, and make clear decisions as to the programming for this student. Parents are informed of student progress a minimum of four times per year, at quarterly marking periods. Progress will also be shared through the telephone, written, and personal contacts.

Inclusion of Students with Disabilities

We are committed to the fullest level of inclusion deemed possible and appropriate by our professional team of general and special educators, administrators, and ancillary-support staff. Our goal is to educate each student in the least restrictive environment, based on a student's individual needs. This goal is derived from the belief that each student's first and primary placement should be in the general education classroom with his or her own peers. To this end, each student with a disability is the joint responsibility of both the general and special educator.

Parent Participation

Parents/Legal Guardians have the *expressed right* to participate in all meetings dealing with the evaluation, identification, and educational placement of their child. Information concerning a child will be requested of his/her parents/guardians during the child study process and the parent's/guardian's presence will be requested for all subsequent meetings. Parents/Legal Guardians are considered members of both the Multi-Disciplinary Evaluation Team (MET) and the Individual Education Programming Team (IEPT).

IDEA

The charter school will be in step with the major changes in special education. The six principals of the new laws are:

- Free appropriate public education
- Appropriate evaluation
- Individualized education program
- Least restrictive environment (LRE)
- Parent and student participation in decision making
- Procedural safeguards

G. School Characteristics

Proposed 2003-2004 Calendar

It is our intent to align our school calendar with that of the local school district. This will allow families with children attending multiple school locations the convenience of shared release time. However, there may be some scheduling differences. We intend to offer, at minimum, 180 days of instructions with 6.5 hours of instruction per day for full-time students.

Tentative 2003-2004 Calendar

August	4-15	Teacher Training (two weeks)
September	2	First Day of School (1/2 day)
October	17	Teacher In-Service (no school)
	24	End of Marking Period
	28	Evening Teacher Conferences
	29	Teacher Conferences (1/2 day)
	30	Teacher In-Service (1/2 day)
	31	Fall Break (school closed)
November	26-27	Thanksgiving Break (school closed)
December	22-31	Winter Break (school closed)
January	1	Winter Break (school closed)
	16	End of First Semester (1/2 day)
February	12	In-Service (no school)
	13	Mid-Winter Break (school closed)
March	19	End of Marking Period
	30	Evening Teacher Conferences
	31	Teacher Conferences (1/2 day)
April	1	Teacher Conferences (1/2 day)
	9	Spring Break (school closed)
	12-16	Spring Break (school closed)
May	31	Memorial Day (school closed)
June	18	Last Day of School (1/2 day)

~184.5 Days

~1183 Hours

School Daily Schedule

6.5 Hours of Instruction

8:00 a.m.	Students arrive
8:15 a.m.	Instruction begins
11:30 a.m.	Lunch periods and recesses
12:00 noon	Afternoon Instruction begins
3:15 p.m.	Dismissal

Weekly Time Allotment {tc "Periods of Instruction " \1 3}

		Grades 1 – 5 1950 MPW <u>(6.5 HPD x 5 DPW)</u>		Grades 6 – 8 1950 MPW <u>6.5 HPD x 5 DPW</u>
		Early Elementary (1-2)	Later Elementary (3-5)	Middle- Level (6–8)
Kindergarten (900 Minutes)				
Reading	285	610	580	600
Spelling/Grammar	40	110	110	100
Writing	40	135	150	125
Mathematics	140	410	450	430
Social Studies	60	130	130	125
Science	60	125	130	140
Health/Safety	40	100	90	100
Art	70	120	100	120
Music	40	90	90	90
Physical Ed.	50	120	120	120
Recess	75	75	75	75

A Day in the Life of a Typical Student

Morning Preparation

Pack lunch and book bag. Parents drive the student to school. The ride allows quality time and conversation.

Arrival

Student drop-off procedure, following outlined traffic drop at designated time.

Before Classes Begin

Student will go to locker and get set for morning classes, talk with friends and study.

Morning Schedule

- 8:15 – 8:30 AM: Character Development – Journal writing focusing on the virtue of the month. There may also be a question on the board in which students are to respond.
- 8:30 – 9:10 AM: Science – review of recent lesson, discussion of homework assignment, explanation of daily lesson and homework assignment, and science activity or experiment.
- 9:15 – 9:55 AM: History/Geography—review of recent lesson, discussion of homework assignment, explanation of daily lesson and homework assignment.
- 9:55 – 10:05 AM: Break – snack and socialize with friends
- 10:05 – 10:45 AM: Language Arts--Grammar, Reading, Vocabulary, Writing Process
- 10:45 – 10:50 AM: Break
- 10:55 – 11:30 AM: Language – continuation of class before break
- 11:30 – 11:35 AM: Break

- 11:35 AM – 12:15 PM: Elective (i.e. Drama, Choir, Science Olympiad)
- 12:15 – 12:30 PM: Lunch
- 12:30 – 12:45 PM: Outdoor or Indoor Recess -- football, soccer, walk and socialize with friends

Afternoon Schedule

- 12:45 – 1:00 PM: Homeroom--Read, discussions, reminders, rules, and procedures
- 1:00 – 1:45 PM: Electives--Art, Spanish, Gym, or Journalism (Electives change quarterly so that every student has participated in each of the selections by the end of the school year)
- 1:45 – 2:30 PM: Math (i.e. independent study in Algebra II)
- 2:30 – 2:35 PM: Break
- 2:35 – 3:10 PM: Math

Dismissal

- 3:10 – 3:15 PM: Homeroom
- Pack book bag with homework assignments
- Pick up siblings located in their wing of the building
- Go to parking lot to be picked up by parent/guardian

Afternoon Activities may include:

- Homework
- Sports

IV. Organizational Viability and Effectiveness

A. Enrollment/Demand

Projected Enrollment

ENROLLMENT CHART	Year 1		Year 2		Year 3		Year 4		Year 5		CAPACITY	
	Seats	Sections	Seats	Sections	Seats	Sections	Seats	Sections	Seats	Sections	Seats	Sections
Kindergarten	80	4	80	4	80	4	80	4	80	4	80	4
First	78	3	78	3	78	3	78	3	78	3	78	3
Second	78	3	78	3	78	3	78	3	78	3	78	3
Third	78	3	78	3	78	3	78	3	78	3	78	3
Fourth	52	2	78	3	78	3	78	3	78	3	78	3
Fifth	52	2	52	2	78	3	78	3	78	3	78	3
Sixth	-	-	52	2	52	2	78	3	78	3	78	3
Seventh	-	-	-	-	52	2	52	2	78	3	78	3
Eighth	-	-	-	-	-	-	52	2	52	2	78	3
Total	418	17	496	20	574	23	652	26	678	27	704	28

Rationale for School Size

IBE believes that the sooner we can influence a young person's education, the greater the opportunity each student has to succeed. Therefore, the focus of the proposed program is K-8 students. It is our belief that we can give students in this grade range a solid basis on which to achieve academically in high school and college.

The school enrollment is based on a specific configuration whereby the teacher, the key component in a student's education, is fully supported. The school leadership comes from the school principal who provides academic leadership and oversees the school staff and students.

When fully phased in, the school will be divided into three branches. Lower Elementary (Grades K-2), Upper Elementary (Grades 3-5), and Middle School (Grades 6-8).

By grouping the branches in this configuration, teachers are allowed to share ideas, activities and resources easily within the same grades. Also, students are interacting with their peers socially and in other classrooms during shared activities.

It is our intent that the school begins with 418 students, maximizing development of the school's culture with a small student population. This will allow the school to be financially stable while growing slowly and minimally impacting the surrounding public school districts. We also intend to have fluctuating class sizes of between 25-27 students per class to accommodate sibling preference and allowing students of the same family to stay together in the same school.

Finally, this arrangement also will allow us to manage the growth of the school in a manner that is not overwhelming to school faculty and staff, and most importantly, school students. Growing at this deliberate pace will help school leadership develop a positive culture for academic excellence throughout the entire school.

Parental Demand

Via a survey, two hundred parents have indicated that they are interested in a school that provides academic excellence, proven teaching methods, sound character development, responsible citizenship and parental involvement. This supports our vision of a school that will represent the needs and desires of the community. Parents have already signed up for information meetings that will be held should the school receive a charter.

Recruitment and Marketing Plan

Our intent is to implement a collaborative marketing effort between IBE and NHA. NHA has developed effective materials over the years that have been successful in representing the educational program and its benefits to the community. IBE will provide specific insight into the city of Indianapolis and suggest the best materials suited to the target population. IBE has realized numerous projects within the community that reach out to a myriad of ethnic groups in an effort to benefit the whole community.

A marketing plan has been developed to include all families with children meeting the appropriate age requirements. The following is a summary of the full marketing plan, which can not be included in the application due to the page restrictions. However, the full plan includes:

- A. Outline of the plan
- B. Demographics of the area
- C. Population counts in the target location
- D. List of all radio stations, including those serving ethnic groups
- E. List of all newspapers, including community papers
- F. List of local television stations
- G. List of community organizations (churches, boy's & girl's club, local businesses, child care, libraries and organizations serving ethnic groups)
- H. Sample press releases, direct mail pieces, brochures and flyers
- I. Tentative schedule of marketing events and a detailed plan for each event that includes:
 - 1. parent meetings
 - 2. mailings
 - 3. summer picnic
 - 4. ground-breaking ceremony
 - 5. ribbon cutting ceremony
 - 6. open house
 - 7. orientation

Objective #1: Hold a minimum of three parent information meetings to bring potential parents into the school and market the school.

I. Parent Meeting Format

The parent information meeting is a major component of the marketing campaign. Through open invitation, it allows any and all interested people to learn about the school in greater detail. The meeting is facilitated by National Heritage Academies' representatives, members of the founding group and the principal. There is a brief presentation and a question and answer period. Materials are also distributed and include: registration sheets, brochures, applications, questionnaires and referral forms.

II. Parent Meeting Promotional Support

- a. Direct mail
- b. Public service announcements
- c. News release
- d. Advertisement in local newspapers
- e. Post information on school sign
- f. Contact childcare facilities and preschools

III. IBE Promotional Support

- a. Promotional flyers at Family Fun Fest
- b. Mention on WTLC
- c. Mention on television station I 65
- d. Mention during Circle City Classic radio spots
- e. IBE press releases

- f. IBE Presentation at informational meetings
- g. Summer Celebration booth
- h. IBE direct mail

Objective #2: Increase visibility in the community through the following activities:

- a. Contact real estate offices to set up presentations and provide them with brochures
- b. Contact child care centers and pre-schools, develop relationships with director and promote Kindergarten field trips and Kindergarten workshops
- c. Distribute flyers to locations where families or parents congregate
- d. Contact “welcome wagon” organizations
- e. Contact recreation leagues for children (i.e. soccer clubs, gymnastics, etc)
- f. Contact organization serving ethnic populations
- g. Investigate advertising opportunities
- h. Contact all parents who have indicated an interest in the school
- i. Involvement in and presentations to service clubs
- j. Arrange for appearance on local cable TV (if applicable)
- k. Arrange for involvement on local radio talk shows (if applicable)

Enrollment and Lottery Process

- The school shall not discriminate on the basis of intellectual or athletic abilities.
- The school shall not discriminate on the basis of “measures of achievement or aptitude.”
- The school shall not discriminate on the basis of personal disabilities or any other basis that would be illegal for an existing school district.
- The school shall provide for the education of its pupils without discrimination as to ethnicity, race, creed, gender, national origin, religion, or ancestry. The school shall comply with all state and federal civil rights laws.
- The school shall not charge tuition (but may charge fees in the same manner as existing public schools).
- The school shall not enroll any student who is not a resident of this state, except a foreign exchange student.
- The school shall comply with all state and federal laws applicable to public schools concerning church-state issues.

First Year: For the first year, a 30-day enrollment period shall be published in a local newspaper and to all parent/guardians who have made inquiries about enrollment. Applications shall be mailed or faxed upon request.

Applications received during the 30-day enrollment period are time/date stamped upon receipt. Upon the close of enrollment, if any grade has received more applications than spaces available, a lottery is held in all grades.

Lottery Procedures (First Year only):

Step One: The **grades levels** are randomly drawn to determine which grade shall be drawn first.

Step Two: Applicants are drawn completely for each grade in the order determined in Step One, until all applicants are placed in a grade or the waiting list. As applicants are drawn and enrolled, siblings are also enrolled if there are openings.

Step Three: After all spaces are filled, the drawing continues to determine the order of the waiting list.

Subsequent Years: For the following years, any parent/guardian may submit an application for enrollment at any time. A new application must be submitted every year for any student not already enrolled in the school. The close of enrollment date shall be published in a local newspaper at least 30 days prior to the last day of open enrollment. For purposes of a lottery, the enrollment period shall end on the last business day in February each year. Applications shall be mailed or faxed upon request.

Applications received prior to the close of the enrollment period are time/date stamped upon receipt. Upon the close of enrollment, if any grade has received more applications than spaces available, a lottery is held in all grades.

Lottery Procedures (Subsequent Years):

Step One: **Current students** are automatically re-enrolled to the next grade.

Step Two: The **grades levels** are randomly drawn to determine which grade shall be drawn first.

Step Three: Siblings of currently enrolled students are automatically enrolled if spaces are available. If a grade has more sibling applicants than openings, sibling applicants are randomly drawn.

Step Four: **New applicants** are drawn completely for each grade in the order determined in Step One, until all applicants are placed in a grade or the waiting list. As applicants are drawn and enrolled, siblings are also enrolled.

Step Five: After all spaces are filled, the drawing continues to determine the order of the waiting list.

B. Human Resources

The Ideal Teacher

Each teacher is asked to give a great deal, but is also given an outstanding curriculum with which to work. Our curriculum and standards have been carefully chosen. We shall choose teachers who we believe will be able to successfully implement our curriculum.

The primary responsibility of the teacher in the area of curriculum is to teach the given curriculum. In many schools teachers may choose what they are going to teach and what they are going to skip over. In our school it is expected that all of the curriculum will be taught according to the expectations presented.

Lessons taught should be academically-focused and content-driven. Not only will the curriculum be taught, it will be taught for mastery. Our students must master the material for their grade level in order to be successful at the next grade level. It must be taught, reviewed, and re-taught until the children have mastered it. Only then has a teacher truly done his/her job.

An outstanding teacher will understand that learning is a process. Patience is required. The material to be mastered must be taught methodically and in an organized manner. Repetition and review are critical if students are to master the subject matter. Homework should reinforce the concepts learned in school and further help the children to learn all they can.

While it is certainly important to care about the children in a classroom, the teacher's primary responsibility is with their academic potential and needs, not the affective side of education.

Qualifications and Attributes of a Teacher

Each teacher reports to the principal of the school.

Qualifications:

- Elementary Teaching Certificate (Special Education Certification a plus)
- Demonstrated ability to communicate and work effectively with parents.
- Demonstrated ability to adapt to individuals specific needs.
- Demonstrated ability to adapt to differences and changes in characteristics of students, programs, leadership, staff and community.
- Demonstrated ability to utilize varied teaching methodologies to accommodate students' unique learning styles.
- Demonstrated ability to evaluate tests and measurements of achievement.
- Demonstrated ability to work effectively as a team member.

In addition to the job description, the teacher's responsibilities include the following:

- Strategically plan the year's learning objectives.
- Model enthusiasm for learning.
- Teach the curriculum provided for the grade level.
- Provide thoughtfully-prepared, high-quality lessons each day.
- Develop materials as needed for all academic subjects to ensure excellent opportunities for students to master material.
- Assess student learning and check frequently for mastery of material.
- Provide parents with regular feedback regarding their student's progress through verbal contact, written contact, progress reports, report cards, and parent/teacher conferences.

- Promote the character development by establishing an atmosphere of integrity, high expectations, and sensitivity.
- Maintain a neat, orderly, functional, cheerful-looking classroom.
- Work effectively with your grade level team (where applicable) and the rest of the staff team.
- Supervise recess periods, lunch periods, and other activities when a parent volunteer is not available.
- Follow the Student Discipline Policy and all discipline policies.
- Grow professionally through further academic studies.
- Understand and support all aspects of the *Employee Handbook and Benefit Plan Descriptions*.
- Use AcademyLink™ to record grades, report attendance, complete report cards, and access online educational materials such as *Curriculum Center* and *NHA History Interactive*.
- Assist the principal in other duties as requested.

Teacher Recruiting and Hiring

The goal will be to attract and recruit teachers who are passionate about education, dedicated to children and who will promote the mission and goals of the school. The objective will be to identify, market to and solicit ten (10) candidates for each teaching position to be filled. A recruiting package will be developed to present at campuses, fraternities and job fairs. Recruiting events may include speaking engagements, receptions, parent meetings, and direct mailings.

Each teacher will be hired per the job qualifications and requirements developed for each position at the school. Before a teacher is hired, all legal paperwork shall be completed as required. Additionally, background checks and reference checks will be conducted on each potential hire.

Professional Development

To further develop a sense of ownership and create new professional opportunities, employees will be given the opportunity to participate in a system aligned to provide training and performance-based compensation.

The performance-based compensation allows teachers to increase their pay through an evaluation based on objective results (i.e. “parent surveys”, “student performance”, “classroom observation”, and “peer review”). Additionally, annual evaluations result in the customization of staff orientation and training to specifically address their own needs. We believe these are compelling reasons for an educational professional to leave their traditional teaching positions and accept a community-based charter school opportunity.

The school will give teachers the freedom to be innovative in developing teaching methods, activities and lessons, based on the state framework, resulting in greater education outcomes. This autonomy from district rules and regulations gives increased flexibility and empowers staff to create student success. Parents, through choice, are given a voice in the structure and development of the charter school. Student outcomes and parent response is

the accountability system for the school. Through these the charter school will have the incentive to maintain good programs.

Science seminars by grade level and/or topic are provided to teachers on a monthly and bi-monthly basis to support their understanding and implementation of science with emphasis on both state standards and *Core Knowledge Sequence*.

A **teacher mentor** will assist teachers with the attainment of literacy (reading, writing, listening, speaking, and thinking) in the classroom using *Open Court Reading*. {tc "A teacher -mentor will assist teachers with the attainment of literacy (reading, writing, listening, speaking, and thinking) in the classroom using *Open Court Collections for Young Scholars*. "} }

A **teacher mentor** will assist teachers with attainment of a coherent content in history, geography, language arts, mathematics, science and the fine arts through the *Core Knowledge Sequence*. Additionally, teachers attend yearly conferences with educational partners. To minimize teacher absences, one or two teachers will be selected to attend a conference and will bring back the information to share with the rest of the staff. One such conference, the Core Knowledge Conference, refreshes teachers on the basis for the charter school's academic program. Dedicated to excellence and fairness in early education, the Core Knowledge Foundation is an independent, non-profit, non-partisan organization founded in 1986 by E. D. Hirsch, Jr. The foundation conducts research on curricula, develops books and other materials for parents and teachers, and offers workshops for teachers.

National Heritage Academies offers **NHA-U**, a professional development program specifically designed for teachers to enhance their knowledge in several specific subject areas. The week-long classes include: "Building a Balanced Reading Program with Open Court"; "The Collins Writing Program"; "Brain Gym"; and "Successful Management of Difficult Students."

Staff Evaluation

Adhering to our belief in performance-based compensation, staff will be evaluated on three separate points, each point being weighted and impacting salary review. Increases are not automatic and must be earned through evaluation of the following points.

1. Observation

Staff is evaluated through peer observations and principal evaluations. These observations and evaluations become a part of the staff member's file and are a component of the yearly reviews.

2. Student Scores

Student performance counts for a major portion of a teacher's evaluation. Student performance can be measured by growth as indicated in student report cards, as well as increased grade levels on the ISTEP and MAT from the prior year. As part of a teacher's yearly review, student report card grades and test scores on the ISTEP and MAT will be weighted to determine the teacher's improvement areas.

3. Parent Satisfaction

Every year parent satisfaction is measured by an extensive parent satisfaction survey. The results measure teacher performance, administration and overall school experiences. The teacher's results are tabulated and used to improve performance.

Projected Staff

Title	FTE
Classroom Aide	0.50
Instructional Aide	0.50
Librarian	0.50
Principal	1.00
Science Specialist	0.20
Secretary	1.00
Special Education Director	1.00
Special Education Teacher	1.00
Teachers (includes Music, PE, Art)	17.60
Technology Specialist	0.20

Staff Roles and Responsibilities

Following are brief descriptions of the staff the school will employ:

The **Classroom Aide** shall work closely with the teachers to assist students. The Classroom Aide will not provide instruction.

The **Instructional Aide** will aid the special education staff and shall work with special education staff to address the individual needs of students, provide an inviting, exciting, and innovative learning environment and establish rapport with the students. Additionally, the Instructional Aide will use materials effectively, keep lessons focused on objectives, and keep students on task and give feedback about performance.

The **Librarian** shall set up the library system, purchase new books and monitor the library procedures.

The **Principal** shall provide leadership and direction to staff; hire and evaluate staff; administer scheduling, enrollment and curriculum; facilitate parent education and involvement; make formal reports to the management company, Board, sponsor and state; implement and follow policies and procedures; provide a safe environment for learning; and maintain the budget.

The **Assistant Principal** shall be hired in the second year of operation. The Assistant Principal will assist the Principal in school operations with an emphasis on student discipline.

The **Science Specialist** shall work with the classroom teacher to implement the hands-on science curriculum; aid the teacher in lesson plan development; and secure resources to meet the standards.

The **Secretary** shall maintain the school's bookkeeping, answer phones, maintain attendance and lunch program, and provide assistance to students, parents and staff.

The **Special Education Director** shall provide direct and indirect instruction; prepare long and short term planning to address the individual needs of student; and evaluate students' progress. The Special Education Director will prepare written reports accurately and submit them in a timely manner; and effectively communicate with regular education teachers, parents and administrators to facilitate the IEPC procedure, as well as provide effective consultation with parents, students, teachers and administration. The special education staff will remain current on rules set forth in special education law and maintain privacy of student records and information.

The **Special Education Teacher** shall provide direct and indirect instruction, as well as evaluate students' progress. Additionally, they shall teach a multi-model approach, provide an inviting, exciting, innovative, learning environment, establish and maintain classroom management procedures. The special education staff will remain current on rules set forth in special education law and maintain privacy of student records and information.

The **Teacher** shall provide direct and indirect instruction; prepare long and short term planning to address the individual needs of students; evaluate student progress; and work as a team member on cultural, academic, behavioral, technological and social committees that will enhance programming at the school. Additionally, the teacher shall provide an inviting, exciting, and innovative learning environment, in addition to establishing and maintaining classroom management procedures.

The **Technology Specialist** shall maintain computer systems at the school, provide expertise in purchasing programs, provide staff with technological opportunities and assistance in computer instruction and lead long-range planning regarding technology.

Day in the Life of a Typical Seventh Grade Teacher

Number of instructional hours: 5.5 – 6.5

Number of classes: 1 elective, 3 history, and 1 language arts

Number of planning hours: At least one per day with one day a week grade level planning

An example of a typical day . . .

- The teacher arrives at school between 7:15 a.m. and 7:30 a.m. The teacher may stop and socialize with students who have already arrived. This is a good opportunity for the teacher to get to know some of the children who are not in the teacher's class.
- Every week a class will be responsible for giving the announcements over the television. The teacher helps write the announcements, including the weather, lunch, special announcements, news, and sports. At 7:45 a.m. the students proceed to the "studio" for their preparation.

- At 7:55 a.m. students begin to arrive. Parents may choose this as an opportunity to talk to the teacher about any special concerns. Lunch and fundraiser money is collected, notes from parents are delivered, and flyers are returned.
- At 8:15 a.m. all of the students are in their seats and ready to begin class. The teacher explains the day to them, the students watch the announcements and discuss the character development virtue of the month.
- Between classes the teacher may escort student(s) who are on probation to their next hour class. Disciplinary action is assigned according to the Student Discipline Policy.
- The second hour is the teacher's planning hour. It allows the teacher to make copies and prepare for the present or following day. Every Monday school staff will have a team meeting during teacher planning time to discuss challenged students, policies, field trips, projects, and assignments.
- Third hour is a History/Geography class. The class is given time to ask questions regarding the previous day's homework before the lesson begins.
- The teacher will give demerits for students who are tardy 3 times and if they need to leave the room during class they must put a check on the clipboard. This is one teacher's strategy in lessening classroom distractions and keep students on task.
- 4th hour is much the same as 3rd. Each class of students has their own personality and interaction is unique to each class.
- After 4th hour time is given for lunch. The teacher may use this time for classroom preparation, provide extra tutoring or administer make-up tests.
- After lunch, 12:20 p.m., the students return to class. The teacher will monitor the hall and keep students from becoming disorderly.
- 5th hour History/Geography class is a challenge as students are returning from lunch. The resource room teacher or an aide is in with the teacher to help out. The instruction is modified once again to teach to a different "atmosphere" in class.
- 6th hour is Language Arts (1 ½ hours). An example of a drama unit includes reading a portion of The Wizard of Oz with the students singing along with the parts they know. Additionally, students may also be preparing for a drama production, such as "A Christmas Carol."
- The last 15 minutes of the day is study hall. During this time, a student can ask questions or study. The teacher will also check students' planners to make sure they have homework assignments written down and assist a student in posting the homework web site. The web site serves as a central point from which students and parents can access the assignment.
- After school is another part of the day to connect with the students and is also an excellent time for parents to touch base with the teacher.
- The teacher may stay after school to work on school activities. For example, drafting a class newsletter; grading papers; attending meetings; and communicating with parents, other teachers, and the school office.

Compensation Structure

The following is the teacher salary range based on years of experience.

Years Experience	Salary
0 (first year)	\$26,500
5 years	\$29,200
10 years	\$34,900
15 years	\$40,700
20 years	\$46,300
25 years	\$47,900
30 years	\$48,200

Following are average full-time salaries for other positions:

Position	Average FTE Salary
Classroom Aide	\$12,600
Instructional Aide	\$25,000
Librarian	\$20,000
Principal	\$60,000
Science Specialist	\$22,000
Secretary	\$25,000
Special Education Director	\$42,000
Special Education Teacher	\$37,500
Teacher	\$30,000
Technology Specialist	\$22,000

Benefits

All eligible, full-time staff shall receive benefits. Health Plan, Dental Plan, Short- Term Disability Plan, Long-Term Disability Plan, Life Insurance Plan and Flex Benefit Plan are among the benefits available to eligible employees and their families.

Special Education Staff

Please see "Special Education Plan" for information regarding the certification and responsibilities of special education staff.

C. Governance and Management

Governance Structure

The Indiana Black Expo, Inc. has assembled a founding group that shall organize into the Board of Directors that shall govern the school. It is comprised of representatives of IBE, community leaders, educators and parents of the community. The Board will have all the powers and duties permitted by law to manage the business, property and affairs of the school corporation. The Board of Directors will assure that the school operates according to the terms and conditions of its authorizing charter as well as all applicable federal and state laws. The Board shall govern the policies, procedures and expenditures for the school.

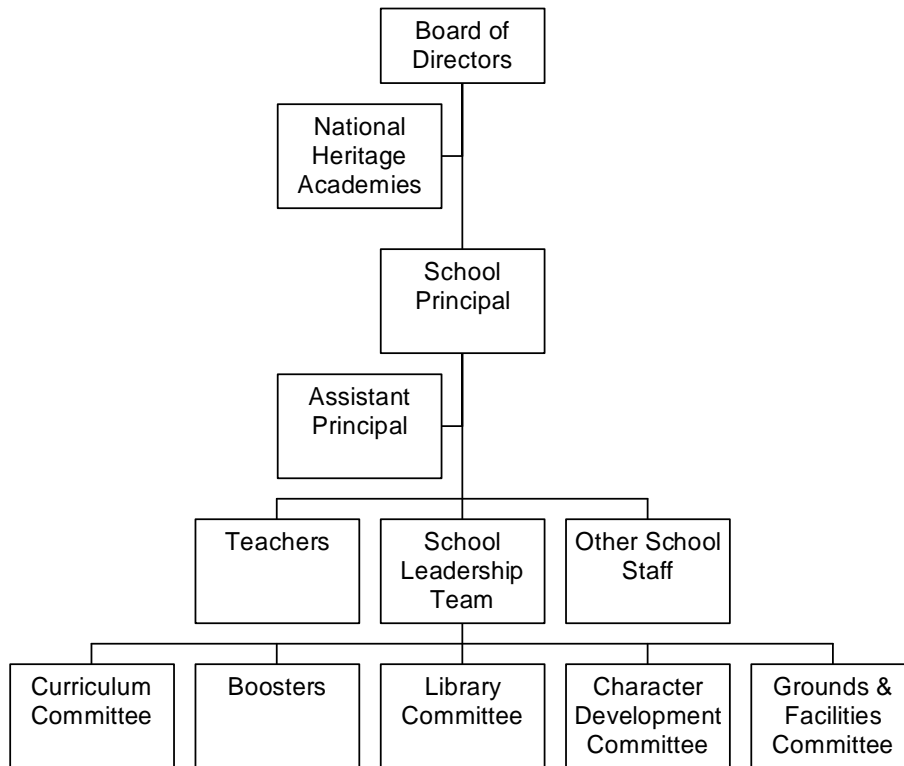
It is intended that the Board of Directors will contract with National Heritage Academies (“NHA”) to create an enduring partnership, whereby the Board and NHA will work together to bring educational excellence and educational innovation to the school. NHA will be responsible for and accountable to the Board for the performance of the school. NHA will report to the Board at least once a month at the regularly scheduled board meetings.

Organizational Structure

At the highest level of the school’s governance structure is the school’s **Board of Directors**, who will work with **National Heritage Academies** to provide leadership, policies and procedures to the school. Various departments of NHA, such as Accounting, Facilities, etc., insure that the school follows the policies set by the Board and offers guidance in the operation of the school.

The **Principal** is the leader of school and is accountable to NHA and the Board for the successful operation of the school. The Principal provides the leadership for the school staff and the School Leadership Team.

At the lowest level of the school governance structure is a minimum of **five parent/teacher committees**. Committees will have the opportunity to help shape the activities and projects of the school. The teacher usually serves as the educational expert and guides the committee. A parent will chair each committee and, in turn, serve on the **School Leadership Team** (SLT). The committee chairs represent the following committees: Character Development, Grounds and Facilities, Library, Boosters, and Curriculum.



Articles of Incorporation

Please find in **Attachment “9”** the Articles of Incorporation.

By-laws

Please find in **Attachment “10”** the By-laws.

Not-for-profit Status

We have retained the services of Deloitte & Touche to apply for the 501(c)3 status of the non-profit corporation. Deloitte & Touch has successfully completed the process for Rochester Leadership Academy Charter School. Please find in **Attachment “11”** a letter regarding the determination for Rochester Leadership Academy Charter School.

Board of Directors Roster

The Board of Directors for **Andrew J. Brown Charter School** consists of the founding group of this proposal. Information regarding each of the following members is located in **Attachment “3”**.

Brown, Dr. Thomas L.
3727 Linwood Ave.
Indianapolis, IN 46218
317-925-5076

Green, Fredrick H.
6328 Knyghton Rd.
Indianapolis, IN 46220
317-254-8009

Davis, Joseph H.
9262 Backwater Dr.
Indianapolis, IN 46250
317-335-7519

Jordan, Kathryn
1749 Park North Bend
Indianapolis, IN 46260
317-872-4827

Williams, Charles
1638 Brewster Road
Indianapolis, IN 46260
317-471-9168

Board Roles and Responsibilities

- Purchase, lease, or otherwise acquire property
- Appoint officers or delegates as needed
- Adopt, amend and repeal Code of Regulations
- Conduct its business, carry on its operations and exercise its powers as a corporation
- Participate with others in any corporation, partnership, limited partnership, joint venture or other association of any kind, or in any transaction on behalf of the school
- Make contracts, incur liabilities, and borrow money on behalf of the school
- Review and approve the annual budget
- Approve the general recruitment and admission policies
- Be responsible for the fiscal and academic policy
- Make reasonable regulations relative to anything necessary for the proper establishment, maintenance, and management of the school, including conduct of students
- Expend reserve funds at its discretion
- Retain an independent auditor to conduct an annual audit of the school
- Obtain insurance on behalf of the Board and the school
- Review reports of the administrator and NHA
- Oversee the activities of the administrator, parent committees and NHA

Policy Process and Decision Making

Throughout the year, the **Andrew J. Brown Charter School** Board shall develop and adopt policies to govern the school. The parent committees and school staff may propose policies for approval. However, it shall be the responsibility of the Board to review and

consider each policy before approval. The following is a list of potential policies currently being considered:

- Admission Policy
- Board Policies: Open Meetings, Freedom of Information, Media, Public Comment, Bylaws, etc.
- Dress Code
- Facility Use Policy: Use of the facility during non-school hours
- Human Resource Policies
- Internet Use Policy: For use of the Internet by staff and students
- Library Policy
- Media Policy: A policy for staff in dealing with the media
- Purchasing Policy
- Student Discipline Policy
- Technology Acceptable Use Policy
- Volunteer Policy

Board Recruitment, Selection and Development

Future Board of Directors shall be recruited from IBE, community leaders, business leaders, educators and parents of the community. Each director shall be selected based on how his or her experience and knowledge can benefit the school.

Qualifications for Board membership shall include but not be limited to: (a) an interest in children and their education; (b) enthusiasm for the school and conviction in its purpose; (c) willingness to give time and energy to the school; (d) special skills to address specific management and needs of the school; (e) ability to represent the community and interpret community needs and views; (f) willingness to accept and support decisions democratically made; and (g) ability to represent the school to the community.

Potential board members will be introduced to the vision and mission of the school prior to nomination to the board. Additionally, potential candidates shall be invited to board meetings to give the entire board an opportunity to ask questions. New members shall be given the current policies of the school as well as board minutes from 12 months prior to the current month. The board members shall serve staggering terms of 3 years each to allow the board to maintain the vision, mission and program of the school.

Board Role in Relation to School's Leader

The **Andrew J. Brown Charter School** Board shall work directly with the school principal to ensure that the following is maintained for the school:

- a. Managing the governance of the school
- b. Community Relations
- c. Preserving the vision of the school
 - Parental Involvement
 - Character Development Focus
 - Back to the Basics
 - Academic Excellence
 - Measurable Results

Board Role Distinctions

Each board member shall be responsible for the governance, policies and procedures, and accountability of the school. Each member shall look to the school's mission in its efforts to lead the school.

Specifically, Dr. Tom L. Brown shall use his experience as an educator and community activist to provide guidance in the areas of curriculum, instruction, school culture and community relations.

Joe Davis' experiences will provide guidance in banking, finance and business operations. With his extensive community contacts and affiliations, Mr. Davis will be able to network with professionals and corporations.

Fred Green shall provide guidance in building variance and facility construction.

Kathryn Jordan is a former Indianapolis educator who will provide a first-person outlook on the day-to-day operations as well as recruiting opportunities.

Reverend Charles R. Williams shall provide guidance in the leadership, community relations and public relations efforts of the school.

School Principal: Roles, Responsibilities, and Evaluation

National Heritage Academies will actively recruit a principal for the school and for approval by the Board. The principal is a leader whose duties include working with students, families and staff on behalf of the school to create thriving students, happy parents, and an energetic and enthusiastic staff while becoming the best educational solution in the community. The principal shall serve as the official spokesperson of the school.

Responsibilities of the Principal include but are not limited to:

- Provide leadership and direction to staff
- Provide leadership in implementing the education program
- Hire and evaluate staff
- Administer scheduling, enrollment and curriculum
- Facilitate parent education and involvement
- Make formal report to management company, authorizing agent and state
- Implement and follow policies and procedures
- Provide a safe environment for learning
- Maintain budget

Qualifications:

- Must meet state requirements for elementary principal certification.
- Possess a minimum of a Masters degree from an accredited institute.
- Demonstrate successful leadership as a school principal.
- Demonstrate successful teaching experience.
- Exhibit leadership in working with professional staff, students, and the community.

Evaluation:

The school principal is evaluated extensively with the following key points addressed to determine areas of needed improvement:

- Financial responsibility
- Student performance
- Mid-year evaluation
- Observations by NHA staff
- Parent satisfaction surveys

EMO

Please see **Attachment “9”** for information on National Heritage Academies.

D. Financial Management

The school shall be fiscally managed as follows:

Principal as a Manager

The principal is ultimately responsible for managing the financial operations of the school. The principal is aided by National Heritage Academies in constructing a feasible budget, staying within that budget and reporting to the Board.

Fiscal Management and Controls

The Board is committed to providing the principal and school staff with the tools necessary to excel at their mission. NHA will provide guidance to the staff in budget allocation and problem solving within the area of budget management.

Controls shall be in place to ensure that the school is fiscally solvent. The following are examples of those controls:

- The Board shall approve the budget twice a year.
- The Board shall review financial statements on a quarterly basis.
- The Board shall request financial information as often as necessary to ensure the school's solvency.
- The Board shall obtain a yearly audit through an independent CPA, as well as through the State Board of Accounts as required.

Budget Development

Based on the average historical spending of a typical charter school and the advantage of large-scale spending discounts due to a consortium of schools, NHA shall produce a template budget. This budget will be refined year-to-year by the Board and principal based

on real cost allocation from the previous year. The Board will have ultimate approval of budgets.

Fiscal Control and Financial Management Policies

National Heritage Academies has developed a set of policies to track the finances of the school. An independent purchase order system is implemented by each of the schools contracting with NHA, with a checks and balance system in place between school staff and NHA staff. Please see **Attachment “12”** for a summary of policies.

Fundraising

The school and Board may choose to, but shall not be required to, fundraise for the school's operations and activities. Many members of the Board are interested in pursuing programs and grants that will benefit the school, in addition to the proposed educational program. Additionally, the parent/teacher committees may choose to hold fundraisers to fund the committees' activities.

E. Budget

The 5-year budget and the assumptions from which the budget was based are in **Attachment “13”**.

Contingency Plan

National Heritage Academies has committed to providing the start-up funds for the school until funding payments are received. Additionally, National Heritage Academies shall cover any shortfalls or emergency costs for the school.

In particular, staff time will be allocated to pursue grants, allocations, and other funding to be appropriated to special education and at-risk students.

Transportation, on the other hand, will come from the operating budget. Every effort will be made to ensure that transportation is not a barrier to a student's attendance.

F. Facility

Location	3600 N. German Church Road, Indianapolis, IN. Warren Township, Marion County.		
Description	Currently 11.58 acres of vacant land		
Facility Layout	Please see Attachment “1” for a draft Facility Layout		
Site Features	<i>Water:</i>	Yes	<i>Road Access:</i> German Church

	<i>Sewer:</i>	Yes	<i>Topography:</i>	Flat
	<i>Gas:</i>	Yes	<i>Improvements:</i>	No
Zoning	<i>Classification:</i>	C4 and PK		
	<i>Jurisdiction:</i>	Marion County		
	<i>Proposed Zoning:</i>	SU2		
	<i>Current Use:</i>	Agricultural		
Ownership	American Legion Post #495 8725 E. 38 th St., Indianapolis, IN			
Current Status	Signed Purchase Agreement on file			
Facility	<p>The proposed facility shall be newly constructed by developers and leased from National Heritage Academies. The facility will be a single story post-frame constructed building with siding and block façade, consisting of slightly less than 50,000 sq. ft. The prototype is built in two phases. When both phases are completed, the building will include 26 classrooms, 6 resource rooms, media center, gymnasium, music room, art room, offices and conference room.</p> <p>The facility will have a fenced recreational area, which includes a play structure, paved play area and sports grass area. Landscaping of the building is designed by a landscape architect and includes a sprinkling system. We shall work with engineers and architects to ensure that the facility is accessible to all students, including those with disabilities.</p>			
Lease Amount	At this time a lease has not been signed. To determine the lease cost we shall use an amount based on historical data to determine the acquisition cost of the property we have under contract. That number is combined with estimated budgets from the building contractor for the cost of construction of the facility, grading, etc. The final number is generated using the facility cost, facility depreciation, taxes, etc.			

G. Transportation

The transportation plan for the school will depend on a variety of modes of transportation. The school has plans to contract with school bus carriers to provide transportation to all students who need transportation.

At this time, we are not able to determine the number of students that will need transportation. For budgeting purposes, we have estimated that a maximum of 80% of the school's population would have a need, with the remaining 20% of the population estimated to be within walking distance.

Public buses or other private carriers may also be an option for students ineligible for school bus transportation. Due to schedules, parents with children who are not eligible for

transportation may be interested in car-pooling. A parent committee will be formed to organize and distribute this information to interested parents. The transportation plan will be developed to allow students to attend the school without transportation being a burden. We are willing to work diligently to adhere to Mayor Peterson's intent that this school is open and accessible to **all students**.

H. Risk Management

The safety of children is foremost in the minds of our founding group. It is our belief that prevention and preparation are keys to risk management. We have chosen an educational partner that will provide the school with the tools to safeguard the school, staff and families against possible liability. One of these tools is a "Best Practices" Manual that serves as a resource for all manner of school operations. This resource reinforces the training the principal and staff receive before school begins. A monthly meeting with staff revisits problem areas and is the impetus for new policies.

Insurance

Please see **Attachment "14"** for quote for the following coverage.

- | | |
|--|--|
| • Comprehensive General Liability* | \$1,000,000 per occurrence; \$2,000,000 aggregate |
| • Directors' and Officers' Liability/
Educators' Legal Liability/
Employment Practices Liability | \$5,000,000 per occurrence;
\$5,000,000 aggregate |
| • Umbrella (Excess Liability) | \$9,000,000 per occurrence; \$9,000,000 aggregate |
| • Automobile Liability | \$1,000,000 combined single limit |
| • Sexual Abuse Liability | \$1,000,000 |
| • Workers Compensation insurance | As required by Indiana law |

I. Timeline and Start-up Plan

Please see **Attachment "15"** for a detailed Start-up Plan that includes a timeline for activities.

V. Summary of Strengths

Our primary strength is operating a school that utilizes the best practices of successful schools. A few of those best practices include:

- Teachers, parents, students, administrators and all other constituents will share a clear understanding of what our mission is and be active participants in its success.

- Students will have rigorous academic core studies in reading, grammar, writing, math, social studies and science.
- The teaching approach will focus on teacher centered instruction and integrated technology.
- Content and skill mastery are essential for students to be promoted. Nothing new is taught until the student displays mastery of the prior lessons. We will focus on what knowledge students acquire, not just on what curriculum is supplied.
- School staff will be required to attend a minimum of professional development activities and will be encouraged to participate in a broad range of professional development activities.
- Rubrics will be used to assess all students on the same material to ensure consistency in achievement.
- Parents will be encouraged to be involved through volunteerism, school activities, interaction with the staff via phone, visit or on-line.
- A web-based application will be utilized to allow parents access to their student's progress; teachers will input attendance and student scores to produce accurate reports; and staff will have curriculum resources at their fingertips.
- Student instruction will be integrated with core values, creating responsible citizens of the community.
- The school will conduct an evaluation of the school's overall program annually to constantly improve and tailor the program.

We are committed to operating a quality school in compliance with all applicable laws and regulations (See **Attachment "16"** for the Assurances Form).